

CLASSROOM CHECK-UP AND MOTIVATIONAL INTERVIEWING TO IMPROVE CLASSROOM MANAGEMENT

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- ▶ Review impact of systematic coaching on the implementation of classroom management strategies
- ▶ Offer suggestions for strategies and systems to promote effective coaching

OUR PURPOSE TODAY

- ▶ The effect of an intervention is mediated by
 - ▶ The quality of program implementation
 - ▶ The infrastructure utilized to coordinate, deploy, and sustain the intervention

WHY COACHING?

“ RESEARCH ACROSS COACHING MODELS HAS BEEN EXPLORATORY PROCESS AND DEVELOPMENT, LACKING THE RIGOR OF TRUE SCIENTIFIC DEVELOPMENT ”

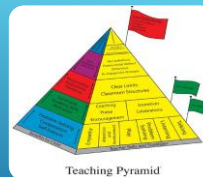
Cornett & Knight, 2009

Intervention fidelity requires coaching to be conducted accurately

- ▶ A non-evaluative, ongoing process in which one individual observes and provides feedback to another individual targeting an intervention, supports, or other variables the individual wants to increase in the classroom.

Stormont, Reinke, Newcomer, Herman & Darney, in press

DEFINITION OF COACHING



Teaching Pyramid



INCREDIBLE YEARS TEACHER CLASSROOM MANAGEMENT PROGRAM



N= 52 Intervention Teachers

- ▶ 94% female
- ▶ 11.31 Average years teaching
- ▶ 22% African American
- ▶ 1% Asian
- ▶ 1% Hispanic
- ▶ 75% White
- ▶ 1% Other

IES FUNDED GROUP RANDOMIZED EFFICACY TRIAL

Teacher :

- ▶ Brief Classroom Interaction Observation (BCIO-R; Reinke & Newcomer, 2010)

Student

- ▶ Brief Classroom Interaction Observation (BCIO-R; Reinke & Newcomer, 2010)
- ▶ Classroom rate of disruptive behavior (pre-post)

MEASURES

- ▶ Building (and repairing) positive relationships with students
- ▶ Motivation through effective praise and rewards
- ▶ Preventing problem behaviors
- ▶ Effective limit setting and strategies to reduce problem behavior
- ▶ Social-Emotional and Persistence Coaching
- ▶ Individual Student Behavior Support

SKILL & STRATEGY DOMAINS



COACH MEASURE

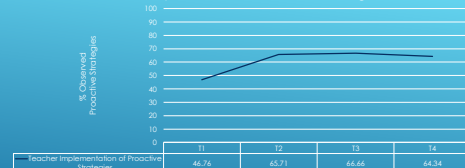
MOOSE Version 4 (Multi-Option Observations System for Experimental Studies)

MiniMOOSE (pocket PC)
Lily Data Collector for Windows (tablet)

Coaching Activity	Overall (n=52)		Less Time (n=26)		More Time (n=26)	
	Mean	Range	Mean	Range	Mean	Range
PERFORMANCE FEEDBACK	33.41	0.00-174.55	7.06	0.00-21.40	59.76	24.95-174.76
ACTION PLANNING	53.28	0.00-226.95	19.17	0.00-36.70	87.38	39.85-226.38
REVIEWING	27.84	1.03-116.90	14.70	1.03-22.33	40.98	23.43-116.90
TOTAL COACHING	358.13	185.92-743.62	286.29	185.92-337.87	429.96	346.58-774.96

COACHING ACTIVITIES (MINUTES)

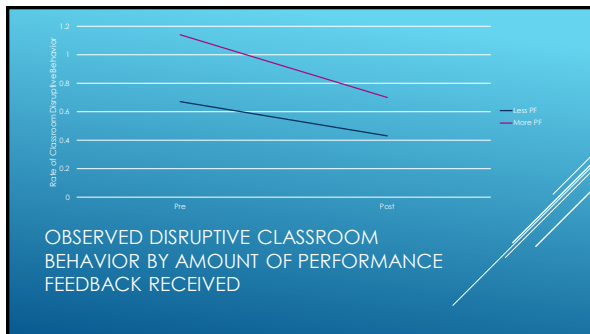
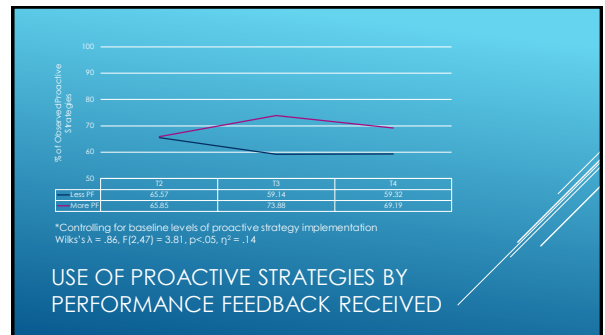
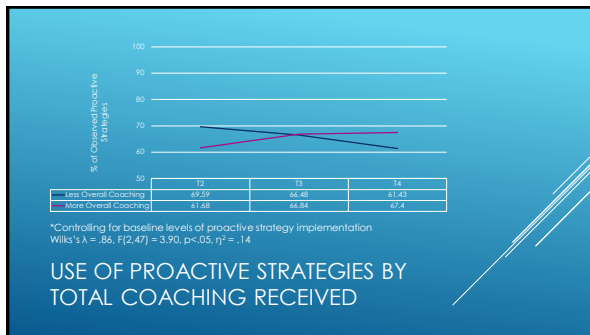
Teacher Implementation of Proactive Strategies



Wilks's $\lambda = .41$, $F(3, 48) = 22.73$, $p < .001$, $\eta^2 = .59$

TEACHER IMPLEMENTATION

Wilks's $\lambda = .41$, $F(3, 48) = 22.73$, $p < .001$, $\eta^2 = .59$



“...THE CORE OF THE MATTER IS ALWAYS ABOUT CHANGING THE BEHAVIOR OF PEOPLE, AND BEHAVIOR CHANGE HAPPENS IN HIGHLY SUCCESSFUL SITUATIONS MOSTLY BY SPEAKING TO PEOPLE'S FEELINGS. IN HIGHLY SUCCESSFUL CHANGE EFFORTS, PEOPLE FIND WAYS TO HELP OTHERS SEE THE PROBLEMS OR SOLUTIONS IN WAYS THAT INFLUENCE EMOTIONS, NOT JUST THOUGHT”

The Heart of Change, Kotter & Cohen, 2005

Rational Side

- ▶ Reflective
- ▶ Deliberates
- ▶ Analyzes
- ▶ Looks into the future

Emotional Side

- ▶ Instinctive
- ▶ Feels (and avoids) pain
- ▶ Feels (and seeks) pleasure

“We have in our heads a rational charioteer who has to rein in an unruly horse that barely yields to horse whip and goad combined.”
Plato

THE BRAIN HAS TWO DIFFERENT SYSTEMS

▶ The rider holds the reins and seems to be the leader...but anytime the 6 ton elephant and the Rider disagree on which way to go, the Rider is going to lose

THE RIDER AND THE ELEPHANT

Johnathan Haidt, The Happiness Hypothesis

The Rider

- ▶ Long term goal: lose 10 pounds
- ▶ Eliminate sugar, snacks & alcohol
- ▶ Exercise 3x week

The Elephant

- ▶ Need a pick me up (Snickers)
- ▶ Meeting friends after work (wine)
- ▶ Stayed up late, tired, skip work-out

We experience elephant overpower when we sleep in, overeat, dial up an ex at midnight, procrastinate, say something we regret, don't speak up in a meeting

- ▶ Changing behavior often requires tinkering with behaviors that are automatic or habitual. Changing behaviors requires careful supervision of the Rider.

- ▶ The bigger the change, the more it will exhaust the Rider's self-management

SELF-MANAGEMENT IS EXHAUSTING

Think:

- "It's too hard."
- "I don't have time."
- "It is not in my personality."
- "I'm not good at that."

Reach the Rider and not the Elephant...

- ▶ Rider can drag the Elephant down the road for a while, but it won't last.

Break through to the feelings

- ▶ Change can occur

Direct the Rider

1. Point to the destination
2. Script the critical moves

Motivate the Elephant

1. Find the feeling
2. Shrink the change

Shape the Path

1. Tweak the environment
2. Build habits

Switch: How to change things when change is hard
Chip & Dan Heath, 2010

Performance
Feedback and
Action
Planning

Motivational
Interviewing &
Collaborative
Partnership

Systemic
Support

PERFORMANCE FEEDBACK

Direct the Rider



- 5

- Provide feedback on assessment findings
- Feedback includes both identified teacher strengths and weaknesses

STEP 2: PROVIDE FEEDBACK

Behavior	Red	Yellow	Green
Percent Correct Academic Responding	Less than 75% new material Less than 80% drill and practice	75-79% new material 80-89% drill and practice	80% new material 90% drill and practice
Percent Academically Engaged	Less than 80%	81-90%	91-100%
Opportunities to Respond	Less than 10/10 min.	10 – 39 / 10 min.	40 or more / 10 min.
Ratio of Interactions	Less than 1:1 or < 1 praise statement per minute	@ least 1:1 Consistently	@ least 5:1 Consistently
Specific vs. General Praise	No Praise	Less Specific Praise than General Praise	More Specific Praise than General Praise
Disruptions	10/10 min.	5-9 / 10 min.	0-4 / 10 min.

Teacher: _____ Date: _____

CCU Feedback Form

Classroom Structure

Physical Layout _____

Classroom Rules _____

Classroom Materials _____

Grouping Transitions _____

Entry _____

Area of Strength _____ Needs Attention _____

Instructional Management

Schedule Posted and Followed _____

Academic Objectives Clear _____

Pacing _____

Student Accuracy _____

Student Engagement _____

Exit _____

Area of Strength _____ Needs Attention _____

Behavior Management

Behavioral Expectations Clear _____

Active Participation _____

Use of Praise _____

Use of Intervention _____

Effective Use of Intervention _____

Exit _____

Area of Strength _____ Needs Attention _____

Classroom Climate

Use of Nonverbal Attention _____

Relationships with Students _____

Level of Classroom Behavior _____

Exit _____

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Area of Strength _____ Needs Attention _____

Start with the positives
Check in to create dialogue
Give teacher time to reflect on data
Open-ended questions to engage Teacher and elicit change talk*
Point the Rider to the destination

- Teacher works collaboratively to develop a menu of options for intervening to create positive classroom outcomes

STEP 3: DEVELOP MENU OF OPTIONS

- Teacher chooses any number of interventions to implement
- Coach provides ongoing support in the implementation of the intervention(s)

STEP 4: CHOOSE INTERVENTIONS

- ▶ Teacher and coach develop an action plan for intervening
- ▶ Teacher monitors daily implementation of the chosen intervention using a self-monitoring form

STEP 5: ACTION PLANNING AND ENCOURAGE TEACHER SELF-MONITORING

How long will it take to observe		How much time does each strategy take to observe	
Strategy description			
How long will it take to observe	How much time does each strategy take to observe	How long will it take to observe	How much time does each strategy take to observe

WRITTEN ACTION PLAN SCRIPT THE CRITICAL MOVES

- ▶ Elicit specific, realistic, observable goals
- ▶ Work from baseline data
- ▶ Develop a menu of options
- ▶ Teacher has a choice on focus of goals and strategies
- ▶ Goals emerge from data, dialogue and reflection
- ▶ Explore indicators of progress toward goals
- ▶ Set schedule to monitor, review and revise

- ▶ Coach conducts ongoing classroom observations
- ▶ Teacher and administrator/coach monitor, review, and revise as needed.
- ▶ Coach provides teacher performance feedback

STEP 6: PROVIDE ONGOING MONITORING

MOTIVATIONAL INTERVIEWING AND COLLABORATIVE PARTNERSHIP

Motivate the Elephant



Equality

Voice

Choice & Goal Setting

Dialogue

Reflection

Attention to Inner Dialogue

COLLABORATIVE PARTNERSHIP

(Knight, 2002; Reinke, Stormont, Webster-Stratton, Newcomer, Hermal, 2012)

- ▶ Language that conveys a person's desire, ability, reasons, need, or commitment to make a change.
- ▶ People are more likely to do things they say they will do versus things they are told to do.
- ▶ If you hear yourself arguing for change, do something different. You want the teacher to make the arguments in favor of change

CHANGE TALK *Motivational Interviewing*

O Open ended questions

A Affirmations (specific & genuine)

R Reflective statements

S Summaries

ELICITING CHANGE TALK

- ▶ "How do you feel about how things are going in your class?"
- ▶ "How do you feel about developing a classroom management plans?"
- ▶ "Tell me about what you would like to be different?"

DESIRE FOR CHANGE

- ▶ What makes you think you will be able to make this change?
- ▶ What would make you feel even more confident that you can make these changes
- ▶ What strengths do you have that will help you succeed?

OPTIMISM ABOUT CHANGE

- ▶ How would you like things to be different?
- ▶ What would be some good things about making this change?
- ▶ If you could make this change immediately, by magic, how would things be different?
- ▶ What are the advantages of making this change?

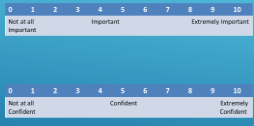
REASONS / BENEFITS OF CHANGE

- ▶ What difficulties have you had in relation to.....?
- ▶ What worries you about....?
- ▶ In what way does this concern you....?
- ▶ What do you think will happen if you don't make the change?

NEED/DISADVANTAGE OF STATUS QUO PROBLEM RECOGNITION

- ▶ Where are you in terms of making these changes at this point?
- ▶ I can see you're feeling stuck, what's going to have to happen to have change?
- ▶ How important to you is this? How much do you want to try?
- ▶ What would you be willing to try?

COMMITMENT/INTENTION TO CHANGE



0 1 2 3 4 5 6 7 8 9 10
Not at all Important Important Extremely Important

0 1 2 3 4 5 6 7 8 9 10
Not at all Confident Confident Extremely Confident


IMPORTANCE RULER
CONFIDENCE RULER

- ▶ On a scale of 0 to 10, where are you?
- ▶ Why are you at ____ and not zero?
- ▶ What would it take to go from ____ to ____ (a higher number)?

- ▶ Resist the righting reflex: pause, wait, reflect
- ▶ Find the GEM: listen for strengths, values and good intentions and bring them to the fore of the conversation
- ▶ Reframe from the student's perspective
- ▶ Emphasize personal choice

WHAT ABOUT RESISTANCE

SYSTEMIC SUPPORT
Create the Path



- ▶ Interview the teacher before conducting observations
- ▶ Standard feedback form
- ▶ Standard action plan/goal setting form
- ▶ Define progress measures
- ▶ Allow ample time for feedback and action planning Schedule follow-up within two weeks
- ▶ Conduct additional observations prior to follow-up

- ▶ Direct the Rider
- ▶ Motivate the Elephant
- ▶ Create the Path
- ▶ Performance Feedback
- ▶ Collaborative Partnership and Motivational Interviewing
- ▶ Fidelity to a consistent process

SUMMARY



RECOMMENDED RESOURCES

For information, contact
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